

Managing National Assessment Report

Trinity Catholic College

August 2024

FINDINGS OF THIS REVIEW

Trinity Catholic College

7 August 2024

Consent to assess confirmed

This review found that the school is effectively meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022.

No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.

Actions and considerations

Agreed actions

The school agreed that one action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
Internal moderation to ensure the reporting of credible results	
Strengthen the monitoring of internal assessment to ensure that each internally assessed standard has been moderated before its results are reported to NZQA.	Immediate

For consideration

To extend good practice in meeting student needs and supporting assessment practice, the school is encouraged to consider within the next year:

- promoting wider use of the Assessor Practice Tool in Pūtake, NZQA's Learning Management System
- strengthening assessment communication to Year 12 and 13 students, to support their management of workload and understanding of requirements.



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External and internal review

External review

Evidence of external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 21 August 2019 Managing National Assessment Report The action point from the last Managing National Assessment review has been addressed. The Principal's Nominee regularly reviews the assessment handbook to ensure that it provides staff with current and accurate information.

External moderation response to outcomes and processes Trinity Catholic College has effective systems in place to respond to external moderation feedback. 2023 external moderation reports indicate that assessor decisions are consistent with the standard. The situation where some standards were not submitted for external moderation has been addressed by the Principal's Nominee regularly checking on the progress for the selected standards.

Teachers at Trinity Catholic College value the feedback from external moderation and use it to enhance their teaching programme and assessment practices. Following up of moderation reports is a collaborative process between the Principal's Nominee and Heads of Department to discuss identified issues and develop action plans.

The Principal's Nominee produces an annual summary of external moderation outcomes. The report highlights good practice and areas of concern and is used by senior leaders to identify any trends within the departments that they have responsibility for.

Internal review

Evidence of the school using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

Trinity Catholic College has good processes in place for self-review. The Senior Leadership Team and middle leaders have a three-weekly meeting cycle. This group is crucial for ongoing development and improvement of the school's assessment procedures. Heads of Department then work with teachers in their departments to embed these improvements into their assessor practice.

Each department completes an effectiveness report on the standards they assess. This is followed-up in a meeting between each Head of Department and the whole Senior Management Team. The meeting is seen as a good opportunity to talk about the data and draw out department goals. Heads of Department describe the feedback from the meetings as being affirming for the teachers in the department, helping them reflect on what has gone well and what changes they will make for the following year's assessment.

Through the Professional Growth Cycle, staff reflect on their assessment practice and use data to inform continuous improvement. By engaging in subject review processes and data analysis to contribute to annual reporting to the Board of

Trustees, staff are sharing ownership of the school's quality assurance processes and the improvement of NCEA outcomes.

Producing independent learners One goal of the school's strategic plan is to produce independent learners by focusing on inquiry and report writing. The school has focused diagnostic testing on identifying literacy and numeracy needs in the junior school and using the school's Years 7 to 9 Integrated Studies structure to target student needs. Cross curricular planning and school-wide professional learning support teachers in using formative assessment and checking for understanding. The flow on effect of this into Year 10 and the senior school will be evaluated for effects on NCEA achievement. Student and teacher voice is a feature of the school and will be used to report on their confidence and competence in this initiative.

Analysis and review of achievement data The responsibility for student tracking is distributed across the pastoral, academic and senior leadership teams. Senior leadership provide achievement data that Deans and pastoral teachers use to identify when students are at risk of not achieving their qualification and pathways goals. This information is the basis of communication with students and their whānau to determine what support students may need. Each intervention is fitted to the student and may involve alternative assessment programmes and pathway plans.

The school leadership has identified poor attendance as being a key indicator that students are at risk of not achieving. The school has an attendance programme, with extra staffing, to support students and their whānau to address barriers to attendance. Deans for Māori and Pasifika have been appointed and there are opt-in vertical pastoral classes and a Fono room to provide targeted support for Māori and Pasifika students. The effectiveness of this programme will be evaluated via teacher and student surveys.

The Principal has introduced milestone reporting to the Board with the "what next" picture for each cohort, including students identified as borderline and how they will be supported to achieve.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Targeted feedback to support student needs Trinity Catholic College is engaged in a school-wide assessment for learning focus. Students are effectively supported in their learning progression by their teachers providing targeted and timely feedback. This feedback process means that teachers are familiar with the work that students are doing in class and have a good understanding of where students are at in assessments, supporting the verification of authenticity.

School assessment information The Principal's Nominee has developed an assessment calendar so that teachers, students and their whānau are informed about assessment loads for students. This is supporting students to develop their time management and better manage the assessment pressure points throughout the year. This also supports the three-way partnership between whānau, students and the school and enhances whānau connection with their child's assessment experience.

Assessment handbooks for students and staff are updated regularly and are easy to access. The student handbook provides information that is used at key times in the year to introduce Year 10 and 11 students to assessment for NCEA. This could be more regularly revisited via Year 12 and 13 pastoral groups to remind these students of requirements for certificates, endorsements and University Entrance and further support their management of assessment workload.

Developing teachers' assessment capability Teachers at Trinity Catholic College are supported by the school's professional growth cycle process to develop their understanding of good assessment principles and the school's assessment processes. There is a strong ethos of Heads of Department supporting the growth of assessment capacity for their new and developing teachers and participation in local subject associations, especially for smaller subjects.

Wider engagement with NZQA's Learning Management System, Pūtake, and other assessor support material would give further support, especially with mentoring new teachers and single subject teachers. Encouraging teachers to use the Assessor Practice Tool in Pūtake will help them build confidence in making accurate grade judgements.

Teachers reported confidence in the support they receive from the Senior Leadership Team including the Principal's Nominee. They believed that the Senior Leadership Team were aware of the day-to-day assessment processes and provided the necessary support to departments.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Monitoring internal moderation Trinity Catholic College should strengthen the processes and systems that give the Principal's Nominee and Senior Leadership Team oversight of internal moderation. This would ensure that each internally assessed standard has been quality assured before its results are reported to NZQA. This is to extend good assessment practice, identify early potential risks to credibility and comply with NZQA requirements. The monitoring of internal moderation should be ongoing and contiguous with the completion of the assessment of each internally assessed standard.

Current practice is for teachers to complete an *Internal Moderation Cover Sheet* for each internal assessment and store them in their own files. They expressed interest in having a digital system for all subject areas to share internal moderation with the Principal's Nominee, so that he could more easily check the completion of moderation processes and access materials for external moderation.

During Term 2 the Principal's Nominee conducts a department audit where issues raised in internal and external moderation are discussed. This is valued by the Heads of Department and Senior Leadership Team as it contributes to each department's review of their moderation practice. Used in conjunction with the strengthening of monitoring of internal moderation, this would enhance the school's quality assurance of internal moderation.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Trinity Catholic College has effective processes and procedures for meeting the assessment needs of its students by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standard-specific evidence of achievement
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals

Trinity Catholic College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Trinity Catholic College has effective processes and procedures for managing internal moderation by:

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student work
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes

Trinity Catholic College has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored
- selecting sufficient samples of student work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Trinity Catholic College effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- evaluating the effectiveness of assessment programmes to ensure these allow students to meet their assessment goals, and inform changes to courses and standards offered
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Trinity Catholic College reports accurate achievement data by:

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data
- checking Key Indicators and NZQA reports to identify and resolve any errors

- conducting student and teacher checks of entries and results at key times during the year
- ensuring low levels of late external entries, and internal entries with no results
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding

Effective communication to inform staff, and students and their whānau about assessment

Trinity Catholic College has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success.

Trinity Catholic College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students
- informing students about suitable learning pathways

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Trinity Catholic College:

- has addressed issues identified through NZQA's Managing National Assessment review and through the school's own internal review
- manages assessment practice for national qualifications
- manages internal and external moderation
- makes use of and manages assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and whānau.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm, in combination with the most recent Education Review Office report, that schools are effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and
- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024*.

What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the school's review processes, assessment practice and quality assurance
- requiring action from the school where an issue is identified that significantly impacts on the school meeting the requirements of their *Consent to Assess*
- agreeing action with the school where an issue has been identified that could become significant if not addressed
- making suggestions for the school's consideration to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the school's internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the school's assessment systems at least once every five years.

How we conducted this review

The review includes examination of documentation from a range of sources and interviewing key stakeholders.

Prior to the visit the school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Trinity Catholic College School Assessment Policy & Practices from Y7 – 13 July 2024* (Staff Handbook)
- *Trinity Catholic College Parent - Student Handbook 2024 Edition* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal (Curriculum and Assessment)
- Heads of Department for:
 - Drama and Dance
 - English
 - Music
 - Physical Education
 - Science
- Director of Religious Studies
- three students.

There was a report-back session with the Principal, Deputy Principal (Curriculum and Assessment) and the Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.